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AUTHOR Del Polito, Carolyn M.
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ABSTRACT

This curriculum guide contains topics and outlines for a beginning, individualized course in speech-communication. Following a statement on the philosophy of the course, the objectives, learning strategies, evaluation methods, and class attendance requirements are presented in the first section of the guide. In the second section, 11 topics are listed along with the objectives and selected references for each topic. The topics are Communication Process, Language and Semantics, Self-Concept, Nonverbal Communication, Listening, Small Group Communication, Dyadic Communication, Audience Analysis, Message Variables, Speaker Variables, and the Term Paper. The third section of the guide lists oral activities that require class participation. The guide concludes with a contract, a student evaluation record, and a daily class schedule. (RB)

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COURSE OUTLINE

FOR

COMMUNICATION 102

Compiled by
Carolyn M. Del Polito

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Effective sppech-communication can unlock people to each other.

John W. Keltner

Communication 102 has one primary goal--to help you become a more effective communicator. As Dr. Keltner suggests above, you can learn how to unlock yourself to others and unlock others to you. To help you in this process, this course gives you the freedom to pursue those avenues which you consider most relevant to your own individual "unlocking." This freedom does not presume lack of structure; initial structure will be provided to guide you in selecting appropriate objectives which will be significant to you as an individual. Nor does this freedom presume lack of responsibility. Rather, your task will require much more responsibility--for you will need to determine your own goals for the course as well as by what means you will fulfill those goals. Think about it. A course designed specifically for your needs and goals. Frightened? Perhaps your only fear is that you must depend on yourself. Take consolation--others have succeeded and delighted in it--and so can you!

How should you proceed? What exactly is your responsibility? The first suggestion is to read through all the materials given to you. Then, begin planning your course by:

1. deciding on exactly what your goals are for the course
2. selecting appropriate topic areas and objectives which will assist you in reaching your goals
3. selecting oral and written activities to help fulfill your objectives
4. evaluating your success in reaching the goals you've selected.

The following pages clarify the procedure.

I. OBJECTIVES

Included with the materials you receive at the outset of the course is a booklet containing ten topics in speech-communication with a list of minimum cognitive (knowledge) objectives, a list of minimum affective (attitude) objectives (included to suggest your involvement in the topic), and reading selections for each topic.

Your first endeavor should be to determine exactly what you want to learn in Communication 102; i.e., what goals do you want to pursue? Once this is decided, select those topics which will help you in reaching your goals.

If you have had no previous background in speech-communication, then perhaps you will want to select all ten topics--to get a taste of the different speaking situations. However, if your goals reflect a narrower view of speech-communication, it is your perogative to select fewer topics. This suggests that you will want to go beyond the suggested minimum objectives and probe deeper into your selected

areas. An additional topic area in written communication, The Research Paper, is also included with similar cognitive and affective objectives.

In any case, you should make your decision during the first week of the course--the semester goes by too quickly to delay your selection of topics. You will be given a folder which will include a "contract" which you will sign with the topic areas you are interested in. If you have any questions or difficulties in deciding what would be best for you, an appointment will be arranged to help you determine and finalize your selection.

The folder will be one means of our communicating with one another. By the third class meeting, your goals and objectives should be finalized and designated on your "contract." You are free to modify your goals or objectives at any time. I only ask that you keep me informed--i.e., communicate with me.

II. LEARNING STRATEGIES

Once you have formulated your specific objectives, there are several ways in which you can proceed to fulfill those objectives.

A. Reading: For each topic there are two levels of reading. Level I consists of those readings which will give you the basic information necessary for the selected topic. You should read this material for any topic you select. Primarily the readings will consist of:

Keltner, John W. Interpersonal Speech-Communication. California: Wadsworth Publishing Co., Inc., 1970.

Additional readings which you will see frequently on your reference lists and can be found in the Reserve Room of the library are:

Brooks, William D. Speech Communication. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1971.

Makay, John J. and Thomas C. Sawyer. Speech Communication Now! An Introduction to Rhetorical Influences. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Monroe, Alan H. and Douglas Ehninger. Principles of Speech Communication (6th ed.) Palo Alto, California: Scott, Foresman and Co., 1969.

Nadeau, Ray E. A Modern Rhetoric of Speech Communication. Reading, Mass. Addison-Wesley Publishing Co., 1969.

Stewart, Charles J. and H. Bruce Kendall. On Speech and Speakers: An Anthology of Writings and Models. New York: Holt, Rinehart and Winston, Inc., 1968.

Level II Reading is intended for those students who wish to dealve deeper into the particular topics. These materials will be helpful in preparting for additional activities as well.

B. Activities: Since the focus of this course is on speech-communication, the emphasis will naturally lie in interpersonal and public speech communication activities. The activities listed in your activity packet are only suggestions. You are encouraged to create any activities which you feel will meet your own individual objectives. Do not hesitate to arrange activities requiring small groups (or large groups) of individuals. If you need assistance, remember--communicate! We, as a class, will help arrange any activities that you decide on. Oral activities may be conducted outside of class; for example, interviews, discussions, oral reports for other classes, chairing a meeting, etc.

Once again, it is necessary to synergize your efforts to formulate those activities which will be most valuable in helping you meet the goals and objectives you have designed for yourself.

III. EVALUATION

A. Out-of-Class Activities: In order to assess how your activities have helped you in meeting your objectives, you will need to evaluate your own work. Your evaluation should reflect your reading in the related topic area (Level I Reading) as well as your objectives for the particular activity.

Example: Written Activity--You may have heard President Chamberlain give a speech to the student body and you have decided to write an analysis of his speech.

In your folder, you should place (typewritten):
Your analysis of the speech with the related topic number(s) (in this case, perhaps 8, 9, and 10) on it. Your speech analysis should reflect your reading in topic areas 8, 9, and 10.

Oral Activity--Perhaps you decided to interview one of the biology professors who could give you some information on "abortion," a topic you will be discussing with other class members.

In your folder, you should place (typewritten):
1. A strategy paper with a description of the oral activity you plan to pursue, indicating your objectives and how you will go about planning for it.

2. Your reaction paper (evaluation) of the interview which should reflect your reading on topic area 7 (Dyadic Communication). In your evaluations of oral activities, your concern will be with the process of communication--IN THIS CASE, THE PROCESS OF THE INTERVIEW. Your evaluation should also indicate how well you carried out your strategy, and what you need to do for improvement.

B. In-Class Activities: For any "oral" activity, the entire class (as well as myself) will give you "feedback" on your performance. However, you may decide what type of feedback you receive--oral or written. It will therefore be necessary to know in advance the type of feedback you desire. I can provide several types of evaluation forms from which to choose, or you may develop your own (I'll provide the ditto--but again, I'll need to know in advance of your activity date). Thus, you may select the type of feedback which you feel will be most useful to help you meet your objectives.

No grade, per se, will be given for any oral or written work. You will be the judge of your work--we (the class and myself) can only assist you in owrking toward the ultimate goal of the course, i.e., to become a more effective communicator. Your written evaluation of the activity will be evaluated by me. The maximum number of points you will be able to receive for each activity is indicated in the Activity booklet. My evaluation will be based on how well you are able to analyze the communication situation (based on your reading) and what suggestions you intend to pursue for your own improvement.

C. Tests: There are no required tests for this course. However, for each topic area there will be quizes available. You may therefore take a quiz after you have completed a topic to determine your mastery of the material.

Points can be obtained for taking the quizes. For each quiz you take and pass (80% correct=minimum pass), you receive 10 points. For each high pass (90% correct=high pass), you receive 15 points.

Quizes may be taken at any time during the semester for any topic on your course plan. If you fail to pass the quiz the first time, a retest may be taken at a later time.

D. Final Grade: Course grades for Communication 102 will be determined by the number of points you achieve via related activities. A maximum number of points appears for each activity. Again, you are not being judged for your performance, but rather, for your critical analysis of your presentation. You will be expected to improve in your presentattions as you work on your own suggestions.

Since the primary goal of this course is to become a more effective "speech-communicator," it naturally presumes that you will receive points for both oral and written activities. If you earn a total of 200 points, your grade will be an A; 160 points=B 120 points=C; 80 points=D.

There are several ways in which you can determine the ratio of oral to written points. However, no more than 1/3 of the course (70 points), nor less than 1/6 of the course (35 points) can be devoted to written performance. The balance of the grade point activities must be devoted to oral performance. Thus, you can determine the ratio of oral to written work which will be most beneficial to you.

If for some reason the number of points you earn for the semester does not equal your mastery of the work, I will gladly discuss it with you.

Thus, evaluation in this course remains flexible. Because the requirements for an A or B are known to you, and because a record of your progress is maintained in your folder, you can control your your grade. This suggests then, that you need not concern yourself with fitting into a curve--you are not competing with your neighbor; rather, we, as a class, will work with you, as you will work with us--to help everyone reach his individual goals. There is, therefore, the possibility that everyone can obtain an "A"--if the inclination is there.

IV. CLASSES

A. Attendance: This is a speech-communication course. It is therefore logical that we need to attend to communicate. If for some reason (perhaps you're dying) and cannot attend--we'll understand. However, if your absence will interfere with anyone's planned activity, or if you are scheduled to speak, be sure to notify me in advance. Because attendance is so very critical to our communicating with one another, two points will be subtracted for every unexcused absence. Hopefully, this will be unnecessary.

B. Schedule: Classes will meet as scheduled. However, what occurs in the classroom will depend on you. The class calendar reflects the days the various topics can be discussed, along with films or exercises related to the particular topics. Also, time slots are allotted for Workshop Activities. The schedule, however, is flexible--it can be changed. It's your class.

V. SUMMARY

A. Determine exactly what goals you want to pursue in Communication 102.

B. Select the topics and objectives which will help you fulfill your goals from the booklet, Topics and Objectives for Communication 102.

C. Select the activities which you consider most valuable in meeting your goals from the booklet, Activities for Communication 102.

D. Plan and evaluate your performance for each activity.

E. Attend class to make it easier to communicate with us.

TOPICS AND OBJECTIVES

for

COMMUNICATION 102

Topics

INTRAPERSONAL COMMUNICATION

1. Communication Process
2. Language and Semantics
3. Self-Concept

INTERPERSONAL COMMUNICATION

4. Nonverbal Communication
5. Listening
6. Small Group Communication
7. Dyadic Communication

PUBLIC COMMUNICATION

8. Audience Analysis
9. Message Variables
10. Speaker Variables

WRITTEN COMMUNICATION

11. The Term Paper

Compiled by
Carolyn M. Del Polito

Topic 1: COMMUNICATION PROCESS

Objectives:

The student should be able (orally or in writing):

1. to operationally define "communication."
2. to design and interpret a functional model of the communication process.
3. to define and analyze the role of "feedback" in the communication process.
4. to describe, analyze and evaluate social and cultural influences on the communication process.
5. to formulate a list of appropriate suggestions to remedy breakdowns in communication.
6. to describe, analyze and evaluate his own communication behavior and formulate suggestions for improvement.

Also, the student should be willing:

1. to revise his own communication behaviors to improve communication effectiveness.
2. to increase interpersonal communication activities.

References:

Level I: Keltner, Chapters 1 and 5

Stewart and Kendall, pp. 4-17.

Level II: Brooks, Chapter 1

Makay and Sawyer, Chapter 1

Nadeau, pp. 1-7; Chapter 1

Topic 2: LANGUAGE AND SEMANTICS

Objectives:

The student should be able (orally or in writing):

1. to operationally define the terms "language" and "semantics."

2. to differentiate six principles of language as advanced by Korzybski and apply them in formulating suggestions for improving the use of language.

3. to differentiate among "fact," "inference," and "judgment," and be able to identify examples from newspapers, magazines t.v., etc.

4. to differentiate among the four patterns of inductive reasoning (i.e., generalization, comparison, analogy, and causal relations).

Also, the student should be willing:

1. to become sensitive to the problems of oral expression.

References:

Level I: Brooks, Chapter 3.

Keltner, Chapter 4 and 9.

Stewart and Kendall, pp. 26-31; 32-38.

Level II: Berman, Sanford I. Understanding and Being Understood. Sand Diego, Calif.: The International Communication Institute, 1965.

Brown, Roger. Words and Things: An Introduction to Language. New York: Free Press, 1958.

Condon, John C., Jr. Semantics and Communication. New York: The Macmillan Company, 1966.

Hayakawa, S. I., Language in Thought and Action. New York: Harcourt, Brace & Co., 1949.

Korzybski, Lord Alfred. Science and Sanity. Lakeville, Conn.: The International Non-Aristotelian Library, 1947.

Lee, Irving, and Laura L. Lee. Handling Barriers in Communication. New York: Harper & Brothers, 1956.

Makay & Sawyer, Chapter 9.

Nadeau, Chapter 2.

Topic 3: SELF-CONCEPT

Objectives:

The student should be able (orally or in writing):

1. to operationally define "self-concept."
2. to describe, analyze, and evaluate socio-cultural influences on self-concept.
3. to formulate a list of suggestions to encourage a healthy self-concept.
4. to describe, analyze, and evaluate his own self-concept and formulate suggestions for enhancement.
5. to assess the effects of self-concept on speech communication.

Also, the student should be willing:

1. to increase interpersonal relationships.
2. to discuss feelings regarding his own self-concept with others.
3. to discuss feelings regarding his own speech-communication abilities with others.

References:

Level I: Brooks, Chapter 4.

Keltner, Chapter 3.

LaBenne, Wallace D. and Bert I. Greene. Educational Implications of Self-Concept Theory. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1969, Chapters 2, 3, and 4.

Level II: Culbert, Samuel A. The Interpersonal Process of Self-Disclosure: It Takes Two to See One. New York: Renaissance Editions, Inc., 1967.

Hamachek, Don E. Encounters with the Self. New York: Holt, Rinehart and Winston, Inc., 1971.

Jourard, S. M. The Transparent Self. Princeton, NJ: D. Van Nostrand Co., 1964.

Rogers, Carl R. Client-Centered Therapy. Boston: Houghton Mifflin Co., 1951.

Topic 4: NONVERBAL COMMUNICATION

Objectives:

The student should be able (orally or in writing):

1. to operationally define "nonverbal communication."

2. to describe and analyze the interrelationships between verbal and nonverbal communication.

3. to describe, analyze and evaluate each of the eight areas of nonverbal communication which affect the communication process (i.e., environmental factors, use of space or "proxemics," physical appearance and dress, gestures and other body movements or "kinesics," touch behavior, facial expressions, eye behavior, and vocal behavior.

4. to describe, analyze and evaluate nc verbal behaviors in an observational exercise.

Also, the student should be willing:

1. to selectively attend to nonverbal communication.

2. to discuss the nonverbal behaviors of himself and others.

References:

Level I: Brooks, Chapter 6.

Keltner, Chapter 6.

"Nonverbal Variables" in J. C. McCroskey, C. E. Larson, and M. L. Knapp, An Introduction to Interpersonal Communication. Englewood Cliffs, NJ: Prentice Hall 1971, pp. 93-122.

Level II: Fast, J. Body Language. New York: M. Evans, 1970.

Hall, E. T. The Silent Language. New York: Doubleday, 1959.

Harrison, R. "Nonverbal Communication: Explorations into Time, Space, Action, and Object," in J. H. Campbell and H. W. Harper, (eds.) Dimension in Communication: Readings. (2nd ed) Belmont, Calif Wadsworth, 1970.

Knapp, Mark L. Nonverbal Communication in Human Interaction. NY: Holt, Rinehart and Winston, Inc., 1972.

Mehrabian, A. "Communication Without Words," Psychology Today 2 (September, 1968): 53-55.

Ruesch, Jurgen and Weldon Kees. Nonverbal Communication. Berkeley: University of California Press, 1970.

Topic 5: LISTENING

Objectives:

The student should be able (orally or in writing):

1. to operationally define "listening."
2. to define and differentiate among the four levels of classroom listening (i.e., attentive, retentive, reflective and reactive listening).
3. to identify listener characteristics, experiences or abilities which relate to listening effectiveness.
4. to identify speaker qualities which relate to listening effectiveness.
5. to formulate a list of suggestions to encourage effective listening.
6. to describe, analyze, and evaluate one's own listening behavior and formulate suggestions for improvement.
7. to assess the effects of "listening" on speech communication.

Also, the student should be willing:

1. to increase sensitivity to others and their ideas.
2. to change undesirable listening behavior.

References:

Level I: Barker, Larry. Listening Behavior. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1971.

Keltner, Chapter 7

Stewart and Kendall, pp. 18-25; 153-162.

Level II: Barbara, D. "On Listening--The Role of the Ear in Psychic Life." Today's Speech 5 (January, 1957): 12-15.

Duker, Sam. Listening: Readings. NY: The Scarecrow Press, Inc., 1966.

Irwin, Charles E. "Activities Designed to Improve Listening Skills." Journal of Communication 4 (Spring, 1954): 14-16.

Nichols, Ralph G. and Leonard A. Stevens. Are You Listening? NY: McGraw-Hill Book Co., Inc., 1957.

Nadeau, Chapter 11.

Topic 6: SMALL GROUP DISCUSSION

Objectives:

The student should be able (orally or in writing):

1. to phrase a question suitable for a problem-solving discussion group. The question should be "open-ended," i.e., it should not presume a "yes" or "no" answer.

2. to list, in order, the steps necessary to solve a problem in a discussion. (Dewey's method or similar logical method will be acceptable.)

3. to identify at least five functions of a leader or chairman of a problem-solving discussion group.

4. to identify at least five functions of a participant of a problem-solving discussion group.

5. to analyze the discussion situation when disrupted by several participants and propose at least two means by which the disruption may be eliminated.

6. to distinguish at least three advantages and three disadvantages of using discussion to solve a problem.

7. to compare and contrast discussion and debate as a means of solving a hypothetical problem.

8. to participate in a problem-solving discussion group.

Also, the student should be willing:

1. to listen to and discuss the performance of himself and others in the discussion situation.

2. to increase sensitivity to the other participants' point of views, perceptions, attitudes, beliefs, feelings, and values.

3. to change undesirable behavior in the discussion situation.

References:

Level I: Brooks, Chapter 8

Keltner, Chapter 13

Level II: Dewey, John. Logic: The Theory of Inquiry. NY: Holt, Rinehart and Winston, 1938.

Haiman, Franklyn. Group Leadership and Democratic Action. Boston: Houghton Mifflin Company, 1957.

SMALL GROUP DISCUSSION (cont'd)

Level II: Harnack, R. Victor and Thorrel B. Fest. Group Discussion: Theory and Technique. NY: Appleton-Century-Crofts, 1964.

Maier, Norman F. F. Problem-Solving Discussions and Conferences: Leadership Methods and Skills. NY: McGraw-Hill Book Co., Inc., 1963.

Phillips, Gerald M. Communication and the Small Group. Indianapolis: The Bobbs-Merrill Co., Inc., 1966.

Makay and Sawyer, Chapter 12.

Tannenbaum, Robert, Irving R. Weschler, and Fred Massarik. Leadership and Organization. NY: McGraw-Hill Book Co., 1961.

Topic 7: DYADIC COMMUNICATION

Objectives:

The student should be able (orally or in writing):

1. to operationally define "interview."
2. to discriminate among the purposes of interviewing.
3. to describe, analyze, and evaluate the participants' roles in an interviewing situation.
4. to identify, analyze, evaluate, and employ techniques for opening an interview.
5. to identify, develop, and employ a strategy of approach to elicit maximum information in an interview situation.
6. to describe, analyze, and evaluate social and economic influences in an interview situation.
7. to formulate a list of suggestions for the interviewer to follow for an effective interview.
8. to participate in an interviewing situation.

Also, the student should be willing:

1. to listen to and discuss the performance of himself and others in an interview situation.
2. to increase sensitivity to the other participant's point of view--his perceptions, attitudes, beliefs, feelings, and values.
3. to change undesirable behavior in the interview situation.

References:

Level I: Brooks, Chapter 7.

Keltner, Chapter 12.

Level II: Bingham, Walter V., Bruce V. Moore, and John W. Gustad. How to Interview. (4th ed.) NY: Harper & Row, 1959.

Gorden, Raymond L. Interviewing: Strategy, Techniques, and Tactics. Homewood, Illinois: Irwin-Dorsey Limited, 1969.

Goyer, Robert S., Redding, W. Charles, and Rickey, John T. Interviewing Principles and Techniques. Dubuque, Iowa: Wm. C. Brown, 1964.

DYADIC COMMUNICATION (cont'd)

Level II: Kahn, Robert L., and Charles R. Cannell. The Dynamics of Interviewing. NY: John Wiley & Sons, 1957.

Payne, Stanley L. The Art of Asking Questions. Princeton, NJ: Princeton University Press, 1951.

Richardson, Stephen A., Barbara S. Dohrenwend, and David Klein. Interviewing: Its Forms and Functions. NY: Basic Books, Inc., 1965.

Topic 8: AUDIENCE ANALYSIS

Objectives:

The student should be able (orally or in writing):

1. to operationally define "Audience."
2. to differentiate among the various types of audiences as described by Hollingsworth.
3. to describe, analyze, and evaluate those variables necessary to consider in pre-speech audience analysis (i.e., age, sex, socio-economic status, religion, and values).
4. to prepare strategies for speaking to a neutral, hostile, and favorable audience.
5. to describe, analyze, and evaluate audience reaction during an oral communication activity and formulate a list of suggestions for speaker (yourself or other) improvement.
6. to describe, analyze and evaluate audience reaction to oral communication (yours or other) via post-speech audience analysis.

Also, the student should be willing:

1. to increase sensitivity to audience feedback during and after oral communication.
2. to discuss feelings regarding audience feedback with others.

References:

Level I: Brooks, Chapter 11.

Keltner, Chapter 11.

Makay and Sawyer, Chapters 3,4,5
Stewart and Kendall, pp. 163-173, 176-177.

Level II: Clevenger, Theodore Jr., Audience Analysis. Indianapolis: The Bobbs-Merrill Company, Inc., 1966.

Holtzman, Paul D. The Psychology of Speakers' Audiences. Glenview, Ill.: Scott, Foresman, and Company, 1970.

Monroe, et.al., Chapter 3.

Payne, Donald E. (ed.) The Obstinate Audience. Ann Arbor, Mich.: Foundation for Research on Human Behavior, 1965.

Topic 9: MESSAGE VARIABLES

Objectives:

The student should be able:

1. to describe, analyze, and evaluate (orally or in writing) the main ideas, organizational pattern, supporting details, transitions, and interest devices of a speech (oral or written).

2. to describe, differentiate, and evaluate (orally or in writing) the logical and emotional supporting material of a speech (oral or written).

3. to differentiate (orally or in writing) between oral and written language style and employ the oral language style when delivering a speech.

4. to select a topic based on the needs and interests of your audience, and to orally deliver a speech which possesses an appropriate organizational pattern, interest devices, as well as sufficient clarification and proof.

5. to describe, analyze, and evaluate (orally or in writing) his own ability to organize and deliver a speech and formulate a list of suggestions for improvement.

Also, the student should be willing:

1. to increase public (one to many) communication situations.

2. to discuss feeling regarding his own speech communication abilities with others.

References:

Level I: Brooks, Ch. 10

Keltner, Ch. 10,14

Level II: Bettinghaus, Erin P. Persuasive Communication. New York: Holt, Rinehart, & Winston, Inc., 1968.

Cathcart, Robert S. Post-Communication: Critical Analysis and Evaluation.

Chronkhite, Gary. Persuasion: Speech and Behavioral Change. Indianapolis: The Bobbs-Merrill Company, Inc., 1969.

Fatheringham, Wallace C. Perspectives on Persuasion. Boston: Allyn and Bacon, Inc., 1966.

Nadeau, Chapters 3-6, 10, 12.

Makay & Sawyer, Chapters 7, 10.

MESSAGE VARIABLES (Cont'd.)

Level II: Hance, et. al., Chapters 6-12.

Mills, Glen. E. Message Preparation: Analysis and Structure. New York: The Bobbs-Merrill Company, Inc., 1966.

Monroe, et.al., Chapters 6-11, pp.346-349.

Topic 10: SPEAKER VARIABLES

Objectives:

The student should be able:

1. to operationally define (orally or in writing) "speaker credibility."
2. to describe, analyze, and evaluate (orally or in writing) the credibility of a speaker as evidenced from audience reaction.
3. to describe, analyze, and evaluate (orally or in writing) his own credibility as a speaker and formulate a list of suggestions for improvement.
4. to identify, analyze, and evaluate (orally or in writing) the major elements of visual delivery (i.e., eye-contact, facial expression, gestures, and bodily movements).
5. to identify, analyze, and evaluate (orally or in writing) the major elements of vocal delivery (i.e., loudness, pitch, articulation, quality, fluency, and conversational style).
6. to employ appropriate vocal and visual delivery when communicating.
7. to employ appropriate vocal and visual delivery when using visual aids.
8. to assess (orally or in writing) the effects of credibility and delivery on public communication.

Also, the student should be willing:

1. to practice a variety of vocal and visual exercises to improve communication effectiveness.
2. to increase acceptance of other's delivery styles.

References:

Level I: Brooks, Chapter 9.

Keltner, Chapter 10.

Stewart and Kendall, pp. 83-97, 40-61, 120-130.

Level II: Keltner, Chapters 15, 16.

SPEAKER VARIABLES:

Level II: Anderson, Kenneth, and Theodore Clevenger Jr. "A Summary of Experimental Research in Ethos." Speech Monographs 30 (1963), 63-67.

Harms, L. Stanley. "Listener Judgments of Status Cues in Speech." Quarterly Journal of Speech 47 (1961), 164-70.

Monroe, et.al., Chapters 4,5, pp. 339-345.

Nilsen, Thomas H. Ethics of Speech Communication. Indianapolis: The Bobbs-Merrill Company, Inc., 1966.

Topic 11: THE RESEARCH PAPER

Objectives:

The student should be able:

1. to select and limit a topic for a 6-10 page typewritten paper.
2. to list, in order, the steps necessary to locate bibliographic materials.
3. to write a 6-10 page (typewritten) paper (using correct format) which possesses appropriate organizational pattern, interest devices, as well as sufficient clarification and proof in a coherent and effective writing style.
4. to include appropriate footnotes and a complete bibliography in the 6-10 page typewritten paper.

Also, the student should be willing:

1. to increase written communications.
2. to discuss feelings regarding his own written communication abilities with others.

References:

Level I: Watkins, Floyd C., William B. Dillingham, and Edwin T. Martin. Practical English Handbook. Boston: Houghton Mifflin Company, 1974.

Level II: Grewe, Eugene F. and John F. Sullivan. The College Research Paper. Dubuque, Iowa: Wm. C. Brown Co., Publishers, 1957.

Lester, James D. Writing Research Papers: A Complete Guide. Glenville, Ill: Scott, Foresman & Co., 1971.

Jacobs, Suzanne, and Roderick Jacobs. The College Writer's Handbook. Lexington, Mass.: Xerox College Publishing, 1973.

ACTIVITIES

FOR

COMMUNICATION 102

Compiled by

Carolyn M. Del Polito

ORAL ACTIVITY	Related Topic(s)	(MPV) Strategy	Reaction
Give a 4-5 minute speech on a controversial subject on which you take a strong stand.	8,9,10	15	10
Give a 4-5 minute informative speech related to your interest and/or experience which is worthy of discussion with an educated audience.	8,9,10	15	10
Give a 4-5 minute persuasive speech on which you take a strong stand on a controversial statement of fact, value, or policy.	8,9,10	20	10
Interview a person (on or off campus-e.g., professors, administrators, politicians, school board members) related to a speech or discussion topic that you will be speaking on.	7	15	10
Interview another class member on a speech that they intend to give or have given -- perhaps related to one of your other topics.	7	15	10
Interview another class member on a hypothetical case study (supplied by instructor).	7	15	10
Lead a discussion group on a topic related to an aspect of speech communication.	Any	15	10
Be a member of a discussion group on a topic related to an aspect of speech communication.	Any	15	10
Lead a class discussion on a topic related to speech-communication problems.	Any	15	10
Give an informative or persuasive speech on an aspect of speech communication.	8,9,10 & speech topic	15	10
Give a 4-5 minute speech defining an abstract concept.	8,9,10	15	10

ORAL ACTIVITY	Related Topic(s)	(MPV) Strategy	Reaction
Give an informative or persuasive speech from manuscript.	8,9,10	20	10
Orally interpret 4-5 minutes of prose, poetry, or play-cutting (original or non-original material).	8,9,10	20	10
Participate in a Readers Theatre production.	8,9,10	20	10
Lead or participate in an informal discussion (dorm-cafeteria) and report your experience (as related to a particular aspect of communication) to the class.	1-6	10	10
Participate in a television program as "talent."	Any	15	10
Participate in a film (speaking role).	Any	20	10
Participate in a speech contest. Participate and win...	Any	20 20	15 40
Ask someone to be you in an evaluation interview. You assume the role of an instructor and conduct an evaluation interview with your "other self" based on your work so far in the class.	2,7	10	10
Have the whole class interview you at one time on some matter of great importance to you. When finished, reflect back to the group - the relative effectiveness of the various questions and approaches made to you during the interview. Which persons were able to get the most out of you? Who gave you the greatest feeling of confidence? Who kept the situation clear through feedback, etc.?	1-5,7	10	10
With a group, set up four or five role-playing situations demonstrating interviews for different purposes and functions.	1-5,7	15	10

ORAL ACTIVITY	Related Topic(s)	(MPV) Strategy	(MPV) Reaction
Participate in a dramatic production.	9	20	15
In a task group of which you are a member, try to describe for the group the nature of its process. Do not talk about the subject being discussed, but deal with how the group is behaving. Report your experience.	1-6	10	10
With a group of your colleagues, prepare a demonstration in which you dramatize some critical communication barrier or breakdown. Then "replay" the dramatization with a corrective system that will avoid the difficulty.	Any	10	10
Arrange and participate in a special conference of students-faculty-administration for the purpose of examining the barriers and breakdowns in communication on campus.	Any	20	15
With a team of colleagues from your class arrange to study the manner of decision-making by the major governing bodies of the college. Submit your report to the rest of the class for analysis.	Any	15	10
Prepare a five-minute commentary for a radio or TV editorial in which you take a position on how we protect ourselves against harmful persuasion (or other problems in communication). Deliver it in class.	Any	15	10
Prepare a slide sequence or film in which you attempt to influence the viewers toward some point of view about which you feel strongly.	Any	20	10
Tape record or videotape one of your public speeches. Make an analysis of how you see and hear yourself in that situation.	Any	15	10

Other suggestions???

** Any oral activities may be videotaped at the Ed Media (Basement of Savitz) and used to aid in your self-evaluations. Suggested procedures for the above activities may be obtained from the instructor.

WRITTEN ACTIVITY	Related Topic(s)	Maximum Point Value
Abstract an appropriate research article (guidelines available from instructor.)	Any	10
View a film and relate it to an aspect of speech communication.	Any	10
Make a film related to speech communication.	Any	30
Develop a systematic program of self improvement in speech communication:	Any	
in all areas.....		25
in one topic area.....		5
Form a group to learn or study some aspect of speech communication. Write up your experience as a communicator in the group.	Any	15
Study several communication texts and write up a comparative evaluation.	Any	25
Participate in an organized encounter group or sensitivity training program and write up your experience as a communicator in the group.	Any	25
Visit and evaluate (from a selected communication point of view) any college course.	Any	15
Using an in-depth outline method, construct a speech plan for some specific public speaking situation in which you will be involved as a speaker.	8,9,10	15
List Statements that you might use in a speech to enhance yourself as a speaker. Don't fabricate. Make them honest and factual.	8	5
A pre- and post-audience analysis of a speech you give.	8	25
Attend a lecture, a speech contest, or hear an off-campus speaker and report on the speaker's ability to communicate to his particular audience.	8,9,10	15
Review a play, oral reading, reader's theatre or debate in view of the performer's objectives.	8,9,10	15
Survey the audience in connection with a persuasive speech.	8	10
Keep a communication diary for a day, week, month or semester.	Any	5-40

WRITTEN ACTIVITY	Related Topic(s)	Maximum Point Value
Keep a listening log for an 8 hour period and report on your findings.	5	15
Review a book related to speech-communication: 4 - 6 pages, typed.	Any	20
Review a theory and/or research in an area of speech-communications; 6-10 pages, typed.	Any	25
Arrange and adapt prose, poetry, and/or play cuttings for a Readers Theatre production.	8,9,10	30
View TV interview or discussion program and explain how the participants interacted -- problems, solutions, etc.	6-10	15
View a TV political (or other) speech and discuss the speaker's credibility, tactics, etc. used to communicate to his audience.	8,9,10	15
Write a dialogue between two of your selves (e.g., positive self and negative self) on any topic of your choosing. Make two copies (anonymous) which could be read in class.	3	10
Chart the flow of communication in some discussion group of which you are a member. Try to establish the following factors: 1. Who talks to whom? 2. Who talks after whom? 3. What is the pattern of interaction? 4. What relative proportion of time does each member take in talking?	6	15
An objective quiz over any topic area. Low Pass.....80% correct High Pass.....90% correct	Any	10 15
Other suggestions?????		

***Suggested procedures for the above activities may be obtained from the instructor.

Communication 102

DAILY SCHEDULE

Period	Date	Activity Workshop	Lecture and Discussion Topic
1	1/31	#1	Introduction to Course
2	2/7		Communication Process Language & Semantics Listening
3	2/14		Self-Concept Nonverbal Communication
4	2/21	#2	Dyadic Communication
5	2/28	#2	Small Group Communication
6	3/7	#3	
7	3/14	#4	Content Variables
8	3/21	#4	
		SPRING RECESS	
9	4/4	#5	Audience Analysis
10	4/11	#5	
11	4/18	#6	Speaker Variables
12	4/25	#6	
13	5/2		Persuasion/Content Variables Oral Reading
14	5/9	#7	
15	5/16	#7	

Classes end May 22.

COMMUNICATION 102 CONTRACT

NAME: _____

DIVISION: _____

TOPICS	Minimum Objectives	In-Depth Study*
1. Communication Process	_____	_____
2. Language and Semantics	_____	_____
3. Self-Concept	_____	_____
4. Nonverbal Communication	_____	_____
5. Listening	_____	_____
6. Small Group Discussion	_____	_____
7. Dyadic Communication	_____	_____
8. Audience Analysis	_____	_____
9. Content Variables	_____	_____
10. Speaker Variables	_____	_____
11. The Reaearch Paper	_____	_____

*In-depth objectives are attached on an additional page.

This contract indicates my selection of topics and objectives for Communication 102 for the _____ semester, _____. If I wish to modify these objectives, I will notify my instructor before doing so.

Signed: _____

Date: _____

STUDENT RECORD

NAME: _____ DIVISION: _____

MAJOR: _____ STUDENT NO. _____

CLASS: _____ AGE: _____ PHONE: _____

CAMPUS ADDRESS: _____

HOME ADDRESS: _____

ORAL ACTIVITY	Related Topic(s)	Number of Points	Checked

Sub Total: _____

WRITTEN ACTIVITY

Sub Total _____

TOTAL _____